

San José State University
CHaHS/Justice Studies
JS179, Human Rights Practicum and Seminar
Section 02, Course #30328, Spring 2019

Course and Contact Information

Instructor:	Halima Kazem-Stojanovic
Office Location:	Dwight Bentel Hall 215 (School of Journalism and Mass Communications)
Telephone:	Email is best way to reach me
Email:	Halima.Kazem@sjsu.edu
Office Hours:	Wednesday 3-5 p.m. and by appointment
Class Days/Time:	Monday & Wednesday, 10:30 – 11:45 a.m.
Classroom:	Health Building 405
Prerequisites:	JS 25, 100W, JS 171 or SOCI 118, Human Rights Minor enrollment. Completion of the Z requirement, 100W from any department, is also a prerequisite for this course.

GE/SJSU Studies Category: E

Course Format

JS 179 will meet in our classroom or online via virtual meetings on seminar days. Students will also work in the community with small groups and/or campus or organizational partners as part of the service learning and community engagement component of the course. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas and [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> to learn of any updates.

Course Description

“Complete field experience in human rights advocacy/reporting/organizing while surveying recent human rights scholarship in seminar format.”

Instructor Course Description:

“Human Rights Begin Close to Home”

This course has two main components: a seminar to discuss contemporary controversies and human rights struggles, and a student-led service learning project. First, JS 179 involves a weekly graduate-style scholarly seminar critically engage relevant, recent scholarship in the field of human rights. Second, students will develop and complete 24+ hours of service learning and Community Engagement (CE) through a “Human Rights Action Project” involving a local human rights issue and community organizations in the San Francisco Bay Area. JS 179 will provide students qualitative methodological training and experience in data collection and

analysis for human rights investigations, studies, and reporting. Guest speakers and human rights advocates and scholars from partnered organizations provide opportunities to explore post-graduate careers relating to human rights. The class will also provide students experience with technology valuable to those seeking to enter the fields of human rights research, advocacy, or reporting.

Course Learning Outcomes

The goals of this course are to (1) give students an opportunity to explore applied careers in human rights advocacy, law, research, reporting, and/or organizing; (2) provide training in ethnographic and qualitative research methods; (3) expose students to contemporary scholarship and advocacy campaigns addressing contemporary human rights issues in local and global contexts; (4) prepare students for graduate level coursework, where students reflect on their experiences in relation to course readings and recent, relevant research.

Upon successful completion of this course, students should be able to:

- **(CLO1)** Collect and analyze data to create an analysis of contemporary human rights advocacy/reporting/organizing.
- **(CLO2)** Work with other students and an organizational supervisor to complete and assess a community engagement project and presentation.
- **(CLO3)** Review, apply, and critique the most recent interdisciplinary scholarly literature on human rights.
- **(CLO4)** Exhibit familiarity with local and national human rights organizations, advocacy networks, and policy campaigns.

Required Texts

Stevenson, Bryan. (2014). *Just Mercy: A Story of Justice and Redemption*, New York: Spiegel & Grau. ISBN97890812994520. Available at <http://bryanstevenson.com/the-book/>

Supplemental readings assigned by topic will be posted on the Canvas website. Reading schedule is subject to change to facilitate class discussion, to address current events, to accommodate guest speakers, etc.

Suggested, Related Readings and Resources for Further Reference and Research on Human Rights Documents and Reporting

- Center for the Study of Human Rights. (2001). *25+ Human Rights Documents*. NY:CSHR.
- U.S. Human Rights Network (USHRN): <http://www.ushrnetwork.org/>
- Amnesty International: <http://www.amnesty.org> Explore the International and U.S. Amnesty International websites for information on human rights issues throughout the world.
- Human Rights Watch: <http://www.hrw.org>
- United Nations: [More information on United Nations can be found at: http://www.un.org/rights.](http://www.un.org/rights)

Suggested Online Resources on Activism

The following sources provide examples of activism and advocacy campaigns; be sure to communicate with the instructor regarding proposed activities and actions/events related to community engagement / service-learning activities JS 179.

- Actipedia, <https://actipedia.org/> - a community-generated wiki to document, share, and inspire Creative Activism
- Beautiful Trouble, <http://beautifultrouble.org/case/> - a web toolbox of creative and effective actions
- New Tactics, <https://www.newtactics.org/> - a thorough guide to help you design, plan, and implement effective actions
- Global Nonviolent Action Database, http://nvdatabase.swarthmore.edu/browse_methods
- Amnesty International, <http://www.amnestyusa.org/get-involved/take-action-now> - action ideas

Library Liaison:

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Silke Higgins, silke.higgins@sjsu.edu, (408) 808-2118.

Course Requirements and Assignments

A student's final grade is based on the completion of several assignments and activities, including in-class and out-of-class writing assignments, quizzes, discussion, and presentations, and online activities. The assessments and the corresponding percentage that each assessment accounts for in the final grade are as follows:

- 1) Two human rights current events reports: one international (5%), one domestic (5%) (10% total)**
- 2) Comment – Reading Responses - 2 pts each (14%)**
- 3) Reading Reflections – 5 pts each (10%)**
- 4) Human rights film review (6%)**
- 5) Book Review (10%)**
- 6) Shadow Report & Interview on a U.S. human rights issue of your choice (20%)**
- 7) Human Rights Action Project Presentation/ Video (20%)**
- 8) Participation in class discussions (10%)**

Final / Culminating Experience

There is no final exam for JS 179. Students will host a Human Rights Showcase to present their final Human Rights Action Projects during the scheduled final exam period, **Wednesday, May 15, 2019 from 9:45 a.m. – 12:00 p.m.**

Readings

Students are expected to complete readings by the class session indicated on the course schedule. Students should come to class prepared to discuss the assigned readings such that class time is not wasted, and we can engage the material together. Be sure to keep up with current events and human rights news to discuss in class.

Course Assignments

- 1) Two Human Rights Current Event Reports (international (5%) domestic (5%)) (10% of final grade)**

Students will subscribe to and read Human Rights Watch's Daily Brief and read and read the headlines of a national newspaper each day. At least twice during the semester, each student must provide a brief (2-3 minute, maximum) oral summary of a current event relating to human rights or human rights violations in the U.S. and/or global contexts. Provide a concise explanation of the event, a description of the relevance of human rights to the issue, tactics of advocacy organizations, how the media source(s) framed the issue, and your

thoughts/observations/critiques regarding the issue. Post the news article and your analysis to the “Human Rights in the News – Current Events” Discussion on Canvas.

Learning Outcomes: **CLO 1, CLO 3, CLO 4**

Grading and Due Date:

These assignments will be worth 5 pts each. Students must complete their two Human Rights Current Events Reports in class on their selected dates. A Google Sheet will be posted during the first week of class and students may sign up for presentation dates.

2) Comment Reading Responses – 7 responses – 2 pts each (14% of final grade)

Description and Purpose:

The course readings cover provocative and locally relevant scholarship in the multidisciplinary field of human rights. Students will read a variety of materials and respond to them on Canvas in a discussion format. For each reading response, students will write a brief response to at least one student in the class.

Learning Outcomes: **CLO 1, CLO 3, CLO 4**

3) Reading Reflections – 2 Reflections – 5 pts each (10% of final grade)

Some readings/ themes will require **two 2-page reflection papers**. Writing assignments should be 2-pages (typed, 12-point font, 1-inch margins, double spaced, citations in APA format (though no outside research, title page, or running headers necessary) based on the assigned reading(s) for that week. Each reflection paper should consist of three parts: 1) Summary, 2) Critique, 3) Discussion Questions. We will use these papers to generate discussion as peers in our seminar meetings. This format mimics the basic design of graduate seminar courses in the social sciences, and will help develop students’ ability to analyze and discuss challenging material in written and oral presentations. We will also have periodic Reading Quizzes to ensure we are all on the same page and keeping up with the readings.

Learning Outcomes: **CLO 1, CLO 3, CLO 4**

4) Human Rights Film Review (6% of final grade)

Students will view a human rights documentary and write a 2 page assessment of the film, describing the human rights issue(s) it addresses, advocacy strategies, and the actions of government(s) in response to the human rights issue.

Learning Outcomes: **CLO 1 and CLO 3**

5) Book Review (10% of final grade)

Students will read *Just Mercy: A Story of Justice and Redemption* by Bryan Stevenson and write a 2 page book review. Rubric will be posted on Canvas.

Learning Outcomes: **CLO 1, CLO 3, CLO 4**

6) Shadow Report (20% of final grade)

Description and Purpose:

Students will write a 5 page “shadow report” that examines a human rights issue of their choosing. The report should examine a domestic human rights concern in the U.S., and evaluate how pertinent international human rights standards apply to the organization(s), government agencies, corporations, etc. involved in the issue.

Further instructions and guidelines will be provided in class.

Learning Outcomes: **CLO 3 and CLO 4**

7) Human Rights Action Project Presentations

(20% of final grade)

Description and Purpose:

These presentations are designed to summarize and reflect upon your HRAP and share this information/experience with other students in the course. In a multimedia presentation of your/your team’s design, critically describe and assess the HRAP issue your group has been working on throughout the semester. Presentations should explain the issue and describe human rights organizing and efforts to address it.

HRAPs involving community and/or campus organizations should include the history, mission, programs, funding, staffing, operations, and outcomes/community impact as they have to do with defining and/or realizing human rights practice in the U.S. Your presentations should be approximately 30 minutes in length, with 10 minutes allotted for class discussion facilitated by those presenting.

Learning Outcomes: **CLO 1, CLO 2, CLO 3, CLO 4**

8) Classroom Activities, Discussion, and Participation

(10% of final grade)

JS 179 requires a great deal of classroom discussion and interaction between students, and attendance is fundamental to course objectives. Discussions and classroom activities are designed to help students successfully achieve all learning objectives, and reflect upon their experiences in the field.

Learning Outcomes: **CLO 1, CLO 2, CLO 3, CLO 4**

Extra Credit

Extra credit opportunities, including lectures, films, workshops, and on- and off-campus opportunities will be announced throughout the semester in class and via email. Check our course Canvas website for updates. To receive extra participation credit, students must write a 1-2 page reflection paper relating the event to relevant course themes, topics, or discussions. Post extra credit reflections within a week of the event.

Grading Information

This course will be using the +/- system on final grades based on the following percentages:

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>

<i>Grade</i>	<i>Percentage</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

A “C” or higher is required to receive credit for this course toward a Justice Studies or Forensic Science Major.

SJSU Policies:

University Syllabus Policy S16-9 at <http://www.sjsu.edu/senate/docs/S16-9.pdf> Office of Graduate and Undergraduate Programs’ Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

SJSU’s Credit Hour Requirement

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Academic Integrity and Plagiarism

Students should review SJSU’s **Academic Integrity** policy: www.sjsu.edu/studentconduct/docs/Academic_Integrity_Policy_S07-2.pdf

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.

The University will not tolerate instances of academic dishonesty. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. Students must complete all assignments unless otherwise specified. If you would like to include in your assignment any material you have previously submitted for credit, or plan to submit for another class, please note that the SJSU Academic Policy F06-1 requires approval of instructors.

Classroom Protocol

1. This course depends on participation, discussion, and interaction. Students are expected to be on time to class out of respect for your colleagues and instructor. Prepare for class to ensure you can contribute to discussion and debate.
2. Please turn off/mute all cell phones and other devices unless necessary to field an emergency, caretaking responsibilities, etc.. Computers and electronic devices may only be used for note taking and accessing electronic readings. Students using electronic devices will be “on call” to answer questions and look up pertinent research questions online.
3. All classroom participants are expected to foster an environment that encourages respectful participation, rather than silencing others (be respectful to one another, do not insult or intimidate others, evaluate

alternative views with an open mind). We will discuss ground rules and develop classroom standards of conduct at the beginning of the semester.

4. Students are expected to complete all readings and assignments by the dates indicated on the syllabus. Be sure to check the course Canvas website regularly for updates.
5. Students are responsible for any notes and materials missed in their absence.

Readings about human rights abuses, injustice, discrimination, and violence can be challenging intellectually, personally, and emotionally. All students are encouraged to reflect on the course materials mindfully and engage in self-care. If you or a friend is in need of emotional or mental health support, please visit SJSU's Counseling and Psychological Services (CAPS) www.sjsu.edu/counseling service.

Phone: (408) 924-5910. Location: Student Wellness Center, Room 300.

6. All late assignments will be docked 10% for every day (24 hours) that they are late. The shadow report will be docked 20% for every day that it is late. The HRAP report/ presentation will not be accepted late.
7. If you will miss class, you should email me before class. I will file the email but may not be able to respond in a timely manner. In order to make up missed work or have an absence excused you must email me a doctor's note or other 3rd party documentation with the correct dates and reason why you missed class or an assignment.
8. I usually respond to emails within 48 hours or sooner during week days. Email me before the weekend and do not expect emails over the weekend or holidays.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

“Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's written/emailed permission to make audio or video recordings in this class.

Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

Justice Studies Department Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural.

Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

Course Schedule

JS 179 “Human Rights Practicum and Seminar” Spring 2019

Note: The following course schedule is subject to change with fair notice.
 Visit the course website on Canvas for articles and reading reflection assignments.
 Check Canvas regularly for announcements and updates to the syllabus and course schedule.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/28	Introduction to course and explanation of syllabus, collect student interests to assign appropriate readings.
1	1/30	<p>Historical Roots of Human Rights</p> <p><u>Readings:</u> Human Rights in Our Own Backyard (HRIIOB), “Forward” and “Introduction”</p> <p>The Universal Declaration of Human Rights (UDHR), http://www.un.org/en/universal-declaration-human-rights/</p> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> - Sign up for Human Rights Watch daily email. - Watch Video, “The Story of Human Rights,” https://www.youtube.com/watch?v=oh3BbLk5UIQ
2	2/4	<p>Research Workshop: Media Literacy and Research Resources</p> <p><u>Online Research Assignment:</u> Bringing Human Rights Home</p> <ul style="list-style-type: none"> - Explore some of the human rights activism and advocacy organization websites and resources shared on Canvas. Brainstorm ideas to identify potential topics for your individual Shadow Report and a team Human Rights Action Project. - Identify a community organization addressing human rights issues locally (broadly understood). Prepare to discuss in class on 9/5 <p><u>Reading:</u> Goodhart, Ch. 1 “Normative and Theoretical Foundations of Human Rights”</p> <p>Select 3 local human rights organizations and write 2 paragraphs about each</p> <p>Post on Canvas by 2/6 at 10:30am</p>
2	2/6	Discuss Shadow report and finalize organizations

Week	Date	Topics, Readings, Assignments, Deadlines
3	2/11	<p>Foundations of Human Rights</p> <p>Read the U.S. Constitution and Bill of Rights. Explore the Interactive Constitution here: https://constitutioncenter.org/interactive-constitution</p> <ul style="list-style-type: none"> - Read the First, Fourth, Fifth, Eighth, Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments - Explore “Rights Around the World” to identify and explain at least one of the rights in the U.S. Constitution and Bill of Rights that appear in the Universal Declaration of Human Rights: http://constitutionalrights.constitutioncenter.org/app/home/world - Identify an example of a domestic or international human rights struggle or movement addressing one of the rights listed in the Bill of Rights and the UDHR. - Then, explore the websites and reporting on your selected issue from Human Rights Watch and/or Amnesty International to identify an example in the context of the U.S. or another country. Be prepared to discuss your example in class on 2/11.. <p>Comments – Response 1</p> <p>Due 2/11 at 10:30am on Canvas</p>
3	2/13	<p>Civil and Political Rights and “American Exceptionalism”</p> <p><u>Readings:</u></p> <p>ACLU, “ICCPR FAQ”: https://www.aclu.org/faq-covenant-civil-political-rights-icepr</p> <p><u>Case Study:</u> Voices of the Civil Rights Movement</p> <p>Read and listen to speeches from different civil rights advocates in the U.S., including Ida B. Wells, W.E.B. DuBois, Dr. Martin Luther King, Jr.</p> <ul style="list-style-type: none"> • Ida B. Wells. (1900). “Lynch Law in America,” http://www.blackpast.org/1900-ida-b-wells-lynch-law-america - W.E.B. DuBois. (1947). “An Appeal to the World: A Statement of Denial of Human Rights to Minorities in the Case of Citizens of Negro Descent in the United States of America and an Appeal to the United Nations for Redress” - Dr. Martin Luther King, Jr., “Letter from Birmingham Jail,” https://www.theatlantic.com/politics/archive/2013/04/martin-luther-kings-letter-from-birmingham-jail/274668/ (Listen to audio here: http://okra.stanford.edu/transcription/audio/630416001.mp3 (racial discrimination, civil disobedience, nonviolence, social movement tactics)) - Fannie Lou Hamer, “Testimony Before the Credentials Committee, Democratic National Convention,” read/listen here: http://americanradioworks.publicradio.org/features/sayitplain/flhamer.ht ml (Voting rights, state violence and voter suppression, civil rights organizing) - Black Panthers’ Ten Point Program (Self-defense, social movement tactics).

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Write 500 word essay answering the following:</p> <p>What strategies did advocates and organizers use to document and raise awareness about human rights and civil rights violations in the U.S., even as the U.S. championed human rights around the world? Identify key issues and different organizing tactics (e.g., reporting and documenting rights violations, community organizing, lawsuits, direct actions, protests, boycotts, voter registration, etc.) in the U.S. civil rights movement.</p> <p>Be ready to discuss in class on 2/13</p> <p>Reading Reflection 1 – 500 Word Essay – Civil Rights – Due 2/13 at 10:30am on Canvas</p>
4	2/18	<p>Watch the documentary <i>13th</i> (Netflix)</p> <p>Comment – Response 2 – 13th Film – Due 2/20 at 10:30am</p>
4	2/20	<p>Field Day – work on shadow report – arrange interview, events</p> <p>Begin reading Stevenson’s <i>Just Mercy</i></p>
5	2/25	<p>Human Rights and Prisoner Organizing in California</p> <p><u>Readings:</u></p> <p>Reiter. (2014). The Pelican Bay Hunger Strike: Resistance within the structural constraints of a US Supermax Prison. <i>South Atlantic Quarterly</i> 113(3), 578-611.</p> <p>Solitary Watch, “UN Committee on Torture Says U.S. Must Reform Its Use of Solitary Confinement,” Dec. 5, 2014 (read article and skim two of the cited shadow reports from NGOs) available at http://solitarywatch.com/2014/12/05/un-committee-against-torture-says-u-s- must-reform-its-use-of-solitary-confinement/s</p> <p>More readings will be added</p> <p>Comment – Reading Response 3 - Reflection on Reiter (2014), solitary confinement, and prisoners’ rights issues by Due 2/25 at 10:30 am on Canvas</p>
5	2/27	<p>Immigration and Human Rights</p> <p><u>Readings:</u></p> <p>Lopez, “Her work is back-breaking. A rule that splits her from her kids is heartbreaking,” http://www.sacbee.com/opinion/op-ed/article161277158.html</p> <p>Danesh, “California quietly fails migrant children,” http://www.sacbee.com/opinion/california-forum/article122278134.html</p> <p>More reading will be posted on Canvas</p>

Week	Date	Topics, Readings, Assignments, Deadlines
6	3/4	<p>“Women’s Rights are Human Rights”: Convention on the Elimination of All forms of Discrimination Against Women (CEDAW)</p> <p><u>Readings:</u> <i>Human Rights in Our Own Backyard</i>, Introduction to Part VI; Ch. 20, “The U.S. Culture of Violence”</p> <p><u>Video:</u> Kimberlé Crenshaw, Ted Talk: “The Urgency of Intersectionality” https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality#t-1117391</p> <p>Title IX Changes - More readings will be added</p> <p>Comment – Reading Response 4 – Due 3/4 at 10:30am on Canvas</p>
6	3/6	<p>The #MeToo Movement and Sexual Violence</p> <p><u>Readings:</u> To Those Who Seek A Better World in the “#MeToo Era” <i>New York Times</i>, October 27, 2018 (A Full page ad)</p> <p>Jia Tolentino, “One Year of #MeToo: What Women’s Speech Is Still Not Allowed To Do,” <i>The New Yorker</i>, October 10, 2018</p> <p>Annelise Orleck, “#MeToo and McDonald’s,” <i>Jacobin Magazine</i>, September 20, 2018</p> <p>Speaker in Class</p> <p>Comment - Reading Response 5 – Due 3/6 at 10:30am on Canvas</p>
7	3/11	<p>Film – No Mas Bebés</p>
7	3/13	<p>Reproductive Justice</p> <p><u>Reading:</u> Ross and Solinger. (2017). <i>Reproductive Justice: An Introduction</i> Read Ch. 2, “Reproductive Justice in the Twenty-First Century”</p> <p>Roe v. Wade – Court opinions https://supreme.justia.com/cases/federal/us/410/113/#tab-opinion-1950137</p> <p>Reading Reflection 2 – Reproductive Justice – 500 word essay</p> <p>Due 3/13 at 10:30am on Canvas</p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	3/18	Shadow Report Presentations
8	3/20	Shadow Report Presentations Discussion of HRAP projects – form groups
9	3/25	Visit to Local Human Rights Organization or Speaker in Class TBD Finish Reading – Just Mercy

Week	Date	Topics, Readings, Assignments, Deadlines
9	3/27	<p>Meet with HRAP group for research and planning</p> <p>Militarization of Police – Urban Shield Case Study</p> <p><u>Reading:</u></p> <p>HRIOOB, Ch. 2, “Building U.S. Human Rights Culture from the Ground Up: International Human Rights Implementation at the Local Level”</p> <p><u>The Guardian articles</u></p> <p><u>Guest Speaker – Critical Resistance</u></p>
10		4/1 – 4/5 Spring Break! Enjoy!
11	4/8	<p>Class Discussion – Just Mercy</p> <p><u>Reading:</u> Complete reading <i>Just Mercy</i></p> <p>Book Review - Post reading reflection on <i>Just Mercy</i> and criminal justice reform and prisoners’ rights. Due 4/8 at 10:30am on Canvas</p>
11	4/10	<p>Voting Rights – Election 2020</p> <p>Readings - TBD</p>
12	4/15	<p>Human Trafficking: Human Rights, Migration, and Transnational Organized Crime</p> <p><u>Reading:</u> Goodhart, Ch. 16, “Human Trafficking”</p> <p>Critical evaluation of anti-trafficking campaigns in Thailand (Canvas)</p> <p><u>Readings:</u> Excerpts from Lutnick, <i>Domestic Minor Sex Trafficking</i> and Musto, <i>Control and Protect</i></p> <p>Comment – Reading Response 6 – Due 4/15 at 10:30am on Canvas</p>
12	4/17	HRAP Group meeting
13	4/22	<p>Indigenous Peoples’ Human Rights</p> <p><u>Readings:</u> Goodhart Ch. 19, Indigenous Peoples’ Human Rights</p> <p>HRIOOB Ch. 9, “We Are a People in the World: Native Americans and Human Rights”</p> <p><u>Case Study:</u> Indigenous Peoples’ Human Rights Struggles – From the American Indian Movement to Standing Rock (Canvas)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
13	4/24	<p>Sexual Orientation, Gender Identity, and Human Rights LGBTQI Human Rights</p> <p><u>Reading:</u> Bassichis, Lee, and Spade (2011). “Building an Abolitionist Trans & Queer Movement with Everything We’ve Got,” in <i>Captive Genders</i> Goodhart Ch. 11, “Sexual Orientation, Gender Identity, and Human Rights” UN “Free and Equal” Campaign</p> <p>HR Film Review - 2 page film review (2008 film <i>Milk</i>) due 4/29 at 10:30am on Canvas</p>
14	4/29	<p><u>HR Film Review</u> - Watch <i>Milk</i> (2008) for discussion in class on 4/29</p>
14	5/1	<p>HRAP work meeting</p>
15	5/6	<p>Readings: Freedom in the World 2018 https://freedomhouse.org/report/freedom-world/freedom-world-2018</p>
15	5/8	<p>Electronic rights, the Digital World and Privacy Who Has Your Back? Government Data Requests 2018 https://www.eff.org/who-has-your-back-2018</p> <p>The Cautious Path to Strategic Advantage: How Militaries Should Plan for AI https://www.eff.org/wp/cautious-path-strategic-advantage-how-militaries-should-plan-ai</p> <p>Comment – Reading Response 7 – Due 5/8 at 10:30am on Canvas Discussions</p>
16	5/13	<p>HRAP Final Meeting</p>
Final	5/15	<p>Final / Culminating Activity: Wednesday, May 15, 9:45 a.m. – 12:00 p.m. Group Human Rights Action Project Presentations</p> <p><u>Assignments Due:</u></p> <p>HRAP Field Notes/Journal of individual contributions to HRAP project due on Canvas by 5/14 at 8 p.m.</p> <p>Each group should post their presentation and 1 page handout/summary of their project to Canvas before the Final Activity on 5/14 by 8 p.m.</p>

